



# MUSINGS ON LEADERSHIP DEVELOPMENT: ANALYSIS OF CULTURALLY CONTEXTUALISED, SHARED AND RELATIONAL LEADERSHIP

Dr. Jaison Mammen

Associate Professor of Educational Leadership, Department of Educational Planning and Administration, College of Education and Behavioural Sciences, Bahir Dar University, Bahir Dar, Ethiopia.

## ABSTRACT

The issues and challenges that the 21st leaders are facing is rapidly changing in the post-modern world; whereas, the approaches that we were using to nature them are continuing the same - outmoded and traditional. The microscopic developments that we are making in pattern of development of leadership are upheld and esteemed. The skills needed for leadership in this modern scenario have also changed considerably—more multifaceted and adaptive thinking and reasoning abilities are needed for multitasking. The pattern and approaches, which are being used to develop leaders have not changed substantially and positively. Most of the leaders are developed from personal experience, training, and mentoring. But these leaders are not while developing comprehensive enough or in the realistic ways to adjust to the challenges and demands of 21st century. The Challenge ahead is; how to develop into great minds and experts in leadership in a cultural context? The article narrates some vital ingredients to face the challenges of developing leaders in a cultural context.

**KEY WORDS:** Leadership Development; Challenges of Leadership; Contextualised Leadership Approach (CLA); Shared leadership; Relationship approach of Leadership.

Massive confusion exists on the topic of leadership; what is leadership? Who is the leader? Or what are the markers of a leader? The word “Leadership” connotes a huge variety of concepts and philosophies. Leadership configurations are changing in the modern world. Leadership models of the past provide little guidance for creating the models of the future. How will new leaders be able to guide their followers through uncharted and often unanticipated circumstance, to bring value to their stakeholders? Whether a model appropriate to one context is relevant to another cultural context? In a complex leadership environment, no specific, single model will fit the broad range of situations that leaders will encounter. At this juncture, there are certain pertinent questions to be asked: What are the current approaches being used that you think are the most effective? What do you think we should be doing more of in terms of developing leaders? Where do you see the future of leadership development headed? Based on these questions the major challenge, to ahead of leadership development according to Nick Petrie (2014) are: This is no longer just a leadership challenge (what good leadership looks like); it is a development challenge (the process of how to grow “bigger” minds); leaders have become experts on the “what” of leadership, but novices in the “how” of their own development.

The nuance of change in leadership attributes from past or present to the future has interesting implications for leadership development, which is an amalgamation of both consistent themes and emerging trends. The basic qualities of effective leadership—characteristics such as communicating a shared vision, demonstrating integrity, persistence, passion, focusing on results, and ensuring - will never undergo alteration. Though, the following four components have emerged as clearly more important in the futuristic leadership development:

1. Contextualised Leadership Approach (CLA),
2. Appreciating cultural diversity,
3. Collective/Sharing leadership,
4. Relational Leadership Approach

### 1. Contextualised Leadership Approach (CLA):

The Prating of welcoming people from a new culture and a new mixture of new culture called “Global village” is a term which has been used since the 1960s. Due to the digital revolution and mass media people outlook and thinking has been changing. Everywhere the concept of global leadership development is being widely discussed and recommended for solution of any issues. Even though this is a fact, there is another side of the coin for successful leadership; it is local approach is characterized by universal appeals and an international backdrop, blending with local relevance (Onkvisit, Shaw, 2002 & Thurm, 2004). Leadership development can be effective only when they are relevant to the context of the one taking the leadership development procedure. Contextual environment is a vital factor when deciding how to configure leadership development. Environment includes factors such as available resources, infrastructure, and administration-including leadership structure, social factors, cultural factors and any other detailed related to a location. Contextualised Leadership Approach (CLA) is the position of integration and development of leadership potential possessed in the cultural context in which leadership is big exercised. In other words, context of Leadership development must be conducted in an appropriate, culturally -

informed Context, which will provide opportunity for emerging leaders to grow and properly nurture their competencies (Ngaihte, 2017). These leaders influence communities through the exercise of moral authority in the life of people though human relation (Gangel, 1989). The major tenants of CLA are:

- Handling leadership skill and potentials by local indigenous people for development of organizational efficiency;
- Unfamiliar leadership development environment can result in leaders failing to delegate responsibilities to the followers;
- Leaders with a good grasp of both specified values and cultural world view can be more effectively influence people towards shared goals.
- CLA by integrating various potentials local indigenous culture and tradition, Individual, local, national;
- Development of local leadership potentials through integrated approach.
- Participation and leadership of local people in decentralised planning procedures;
- Usage of local wisdom to develop comprehensive potentials and skills;
- Leaders often have significant powers of patronage and control over resources;
- Using leadership principals that were dominant several decades ago will hinder emerging leaders from developing new principles and perspectives that ill suit the cultural milieu of their local context.

Environment is one of the most profound factors determining the development of human lives and values. Ngaihte (2017) observed that Environment is a vital factor when deciding how to configure leadership development. Environment includes factors such as available resources, infrastructure, and administration-including leadership structure, social factors and any other details related to a location. Leadership at an institutional level to integrate local potentials, national potential and international, and locally established and practice knowledge and internationally recognized and established knowledge. CLA approach leads to and ensures the sustainability through balance operation and Era of the 21st century leads to the global village rather than the global village. Leadership development in context is based and supported by respecting and respecting cultural diversity.

### 2. Appreciating Cultural Diversity:

Future leaders will also need to appreciate cultural diversity, defined as the diversity of leadership style, industry style, individual behaviours and values, race, and sex. They will need to understand not only the economic and legal differences, but also the social and motivational differences that are part of working around the world and across nations, states, and regions of diverse peoples and cultures. Goldsmith and Walt (1999) argued: understanding other cultures are not

just good business practice; it is a key to competing successfully in the future. An appreciation of cultural diversity will need to include both the big and the small things that form a unique culture. Smaller issues, such as the meaning of gifts, personal greetings, or timeliness, will also need to be better understood. The ability to motivate people in different cultures will become increasingly important. Since culture has a tremendous influence on people, the most effective leaders must be those who have emerged as leaders from within the cultural group. The leadership function in each locality will meet the need of grassroot level potentials. Duplicated curriculum from unfamiliar foreign context does not meet the current needs and potential development of a specific cultural context. Many leadership development programmes do not use appropriate cultural models. Many models of leadership are inappropriate to develop leadership potentials local needs. As a result, leadership training based on models external to students' cultural milieu, these unfamiliar training models impart inappropriate values, thus, Producing ineffective leadership.

Motivational strategies that are effective in one culture may be offensive in another culture. The same recognition that could be a source of pride to one could be a source of embarrassment to another. Leaders who can understand, appreciate, and motivate colleagues in multiple cultures will become an increasingly valued resource. Zaccaro & Klimoski (2001) argued for attention to the dimension of organizational structure such as hierarchical level and the degree of differentiation in function and to the specific culture and societal parameters the leaders must deal with his/her position. Respecting cultural diversity and heterogeneity leads to collective/shared leadership.

### 3. Collective/ Shared Leadership:

Leaders are having primary responsibility for the vision and values of their organisation and the parallel process of securing commitment. Collective / Sharing leadership may be a requirement, not an option. Petrie (2014) stated that chief executive officers are no longer the sole decision makers; they must create an environment in which other leaders, who subscribe to the common vision and purpose, collaborate to make effective decisions. Unlike individualist leaders today, successful leaders in the future will strive for integration, not control. Leaders must also learn to develop a social architecture that encourages bright, confident people to work together successfully and to exercise their own creativity. They will need the capacity for personal leadership, stemming from a deep self-awareness that develops from the inside out rather than the outside in. In dealing with these knowledge workers-people who know more about what they are doing than their managers know-old models of leadership will not work. Future leaders will operate in a mode of asking for input and sharing information. Knowledge workers may well be difficult to keep. They will likely have little organizational loyalty and view themselves as professional free agents who will work for the leader who provides the most developmental challenge and opportunity. Skills in hiring and retaining key talent will be valuable for the leader of the future. Leadership development has come to a point of being too individually focused and elitist. Petrie (2014) observed that there is a transition occurring from the old paradigm in which leadership resided in a person or role, to a new one in which leadership is a collective process that is spread throughout networks of people. The question will change from, "Who are the leaders?" to "What conditions do we need for leadership to flourish in the network?" How do we spread leadership capacity throughout the organization and democratize leadership?

As Lambert (1998) expresses it: When we equate the powerful concept of leadership with the behaviours of one person, we are limiting the achievement of broad-based participation by a community or a society. Leadership needs to be a broad concept that is separated from a person, role, and a discrete set of individual behaviours. It needs to be embedded in the community. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of the community. Goldsmith & Reiter (2007) arguably stated "Tomorrow's leaders will need to be less controlling; more emotionally astute; culturally attuned; and most importantly, willing to share authority and decision making. Leadership in the future will require teams of collaborative leaders, each possessing many of those skills required for effective leadership. Therefore, these leaders must gain competence in the leadership skill in context like those where they will exercise their leadership. The important quality in the life of emerging leader is the ability to work with others. An outgoing leader has many Oort unites to be exposed to many favourable environment and to develop his leadership in association with a variety of people. Emerging leaders can empower by other leaders with whom they have associated. Maxwell says, "A person can impress potential leaders from a distance, but only from up close can he impact (1995, P.34).

In this scenario, a pertinent question to be asked. what breed of leadership model, comparatively feasible for ensuring contextualised, culturally appreciative, shared leadership? Leadership is not just the province of people at the top. Leadership can occur at all levels and by any individual. It is imperative leadership is a personal kind of relationship between lead and led. This notion is the soul of relational leadership approach.

### 4. Relational Leadership Approach:

Since the late 1970s, many ideas of leadership have focused on the relational aspects, that is, how leaders and followers interact and influence one another. Leadership is considered as a relational process that meaningfully engages all stakeholders and enables everyone to contribute to achieve the shared vision.

Leadership effectiveness depended on the facet of interpersonal relationship develop between leaders and followers. Transformational leadership theory is considered as the prominent relationship theory (Draft, 2005). This theory was developed the by James Burns (1978) and elaborated by Bernard Bass. Burns (1978) believed that transformational leadership could raise followers from a lower level to a higher level of needs which agrees with Maslow's (1954) hierarchy of needs.

### Transformational Leadership Theory

Transformational Leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (Burns 1978). Transformational leaders motivate others to do more than they originally intended and often more than they thought possible. They set expectation that is more challenging and typically achieve higher performance. Transformational leaders do more with colleagues and followers than set up simple exchange or agreement. They behave in ways to achieve superior results by practicing one or more of the four core components of transformational leadership (Bass & Riggio, 2006). Transformational leader exercises leadership through idealised influence, inspiration motivating, intellectual stimulation and, individualised consideration.

Description of the component of the components of the transformational leadership are presented below.

#### *Idealized Influence (II):*

Transformational leaders behave in a way that allow them to serve as role model for their followers. The leaders are admired, respected, and trusted. Followers identify with them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. Bass claimed it is the most important component of transformation leadership (1995). The idealized influence also refers to behaviour that makes leaders role models and is defined as "living one's ideals" (Bass and Avolio 1995). Followers admire, respect, trust, and identify with these leaders, wanting to pattern their lives after them.

#### *Inspirational Motivation (IM):*

Transformational leaders behave in ways that motivate and inspire followers by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and demonstrate commitment to the goals and shared vision. The leaders articulate a compelling vision of the future. Inspirational motivation refers to a leader's ability of motivating and inspiring those around them by providing meaning and challenges to his or her followers (Avolio & Bass 2002). Transformational leader inspires followers to commit to find a way to help the organization succeed. Thus, transformational leadership can harness all the abilities of followers to innovate and produce in ways that no leaders, no matter how competent, could have foreseen.

#### *Intellectual Stimulation (IS):*

Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situation in new ways. Creativity is encouraged and there is no public criticism of the individual members' mistake. New ideas and creative problem solutions are solicited from followers who are included in the process of addressing problems and findings solutions. Followers are encouraged to try new approaches, and their ideas. In other words, the leaders get others to look at problems from many different angles. Transformational leaders promote higher level of creativity, as measured by divergent thinking of group members (Jung, 2001; Sosik, Kahai & Avolio, 1998). Intellectual stimulation represents transformational behaviours that allow "the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change of immediate action" (Bass 1985).

#### *Individualized Consideration (IC):*

Transformational leaders pay special attention to each individual follower's need for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potentials. Individual consideration is practiced when new learning opportunities are created along with a supportive environment. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences, in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences.

The individual considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel they are being checked on. The leader spends time teaching and coaching. Individualized consideration is a behaviour that recognizes the needs and aspirations of each follower and then successively elevates their levels of growth. It has been found to have a positive impact on subordinate satisfaction with the leader (Bass 1985). Individualized consideration enables transformational leaders to assume the role of coach and mentor (Bass and Avolio, 1994b; Avolio & Bass, 2002). The leader offers opportunities for learning and maintains caring, supportive attitudes and a positive climate. The rela-

tionship between leaders and followers displays considerate behaviour and communicates the value of everyone by listening (Bass 1985; 1998; Bass & Avolio, 1994b). It is a kind of developing leadership value. Callahan states, "Effective and healthy leadership development emerges in an environment in which leaderships can grow a mature as leaders among the people whom they will eventually lead" (1990, p.152)

The Transformational leader articulates with a realistic vision of development in general and follower's potential in specific and share it to followers, stimulate them intellectually, motivate them to put best effort for professional preparation by giving due attention to individual differences.

The four main components of transformational leadership are interdependent; when they are held together, they produce an additive effect that yields performance beyond expectations. Through idealized influence, individual consideration, intellectual stimulation and inspirational motivation, transformational leaders have great potential to promote performance beyond expectation and to effect enormous changes within individuals and organization.

### CONCLUSION:

There are no simple, existing models or programs that will be sufficient to develop the levels of collective leadership required to meet an increasingly complex future and local development. The recognition that operative leadership is a collective capacity, irrespective of age, gender, ability, creed or race, ethnicity rather than personal value and leadership traits. No person is efficient to handle every situation, which in turn leads us to the conclusion that shared leadership across a team of leaders will be the way in which excellent societal development. Leaders must know their strengths and how to draw upon the complementary strengths of others—through synergy.

### REFERENCES:

1. Avolio, B. J., & Bass, B. M. (Eds.), (2002). Developing potential across a full range of leadership: Cases on transactional and transformational leadership. Mahwah, N.J.: Lawrence Erlbaum Associates.
2. Avolio, B. J., & Bass, B. M. (Eds.), (2002). Developing potential across a full range of leadership: Cases on transactional and transformational leadership. Mahwah, N.J.: Lawrence Erlbaum Associates.
3. Bass, B. M., & Avolio, B. J. (1994a.). Improving organizational effectiveness through transformational leadership. Thousand Oaks, Calif.: SAGE Publications.
4. Bass, B. M. & Riggio, R.E. (2006). Transformational leadership. New York: Taylor & Francis.
5. Burns, J. M. (1978). Leadership. New York: Harper and Row.
6. Burns, J. M. (2003). Transforming leadership: A new pursuit of happiness. New York: Atlantic Monthly Press.
7. Callahan, K.L. (1990). Effective Church Leadership: Building on the Twelve Keys. New York: Harper San Francisco.
8. Daft, R.L. (2005). Leadership. New Delhi: Chang Age Learning.
9. Goffee, R. (2006, March). Why should anyone be led by you? What it takes to be an authentic leader. Cambridge, MA: Harvard Business School Press.
10. Goldsmith, M. and Walt, C. (1999). New Competencies for Tomorrow's Global Leader. Leading Beyond the Walls, eds. Hesselbein, F., Goldsmith, M., and Sommerville, I. The Drucker Foundation/Jossey-Bass: New York.
11. Goldsmith, M., & Reiter M. (2007). What got you here won't get you there: How successful people become even more successful. New York: Hyperion.
12. Jung, D.I (2001). Transformational and Transactional Leadership and their Effect of Creativity in Groups. Creativity Research Journal., 13, 185-195.
13. Lambert, L. (1998) Building Leadership Capacity in Schools Alexandria, VA. USA: ASCD: EDA
14. Maslow, A. (1954). Motivation and Personality. New York: Harper and Row.
15. Maxwell, J. C. Developing the Leaderships around you. Nashville, TN: Thomas Nelson Publication.
16. McCauley, C., & Van Velsor, E. (2004). The Centre for Creative Leadership handbook of leadership development. San Francisco, CA: Jossey-Bass.
17. McGonagill, G., & Doerffer, T. (2011). The leadership implications of the evolving web. Retrieved from [http://www.bertelsmann-stiftung.de/cps/rde/xchg/SID-6822B895FCFC3827/bst\\_engl/hs.xsl/100672\\_101629.htm](http://www.bertelsmann-stiftung.de/cps/rde/xchg/SID-6822B895FCFC3827/bst_engl/hs.xsl/100672_101629.htm)
18. Ngaihte, G.T. (2017). Servant Leadership: The Masters' Design. Hyderabad; GS Books.
19. Pearson. (2009). Trends in executive development. Retrieved from [http://www.executivedevelopment.com/Portals/0/docs/EDA\\_Trends\\_09\\_Survey%20Summary.pdf](http://www.executivedevelopment.com/Portals/0/docs/EDA_Trends_09_Survey%20Summary.pdf).
20. Petrie, N. (2014). Future Trends in Leadership Development. Centre for Creative Leadership, Retrieved from <http://www.ccl.org/wp-content/uploads/2015/04/futureTrends.pdf>.
21. On visit, S. Shaw. J (2002). Glocal advertising: Think global, act local. American Marketing Association. Conference Proceedings: 2002 AMA Educators' Proceedings, 2002, 13, 378.
22. Sosik, J.J., Kahai, S.S., & Avolio, B.J. (1998). Transformational leadership and components of creativity: Motivating idea generation in computer-mediated group. Creativity Research Journal, 11(4), 111-122.
23. Thurm, S. (2004). Lesson in India: Some jobs don't translate overseas. Wall Street Journal, 3, pp. A1, A.
24. Zaccaro, S and Klimoski, R. (2001). The nature of organizational leadership: An introduction. in S. Zaccaro, S and Klimoski, R.(Eds.) The Nature of Organization Leadership. New York; Johan Wiley & Sons.